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| **Mini-Unit**  **Text: Focus** | **Individual Rights vs Group Rights**  Essential Question: Are the rights of the individual more important than the common good?  four lessons |
| **Texts: Genres** | video clip of Spock’s death scene <https://www.youtube.com/watch?v=dhcR-w-56tA>  article “Individual Rights vs. Group Rights”  article “The Common Good” |
| **Close Reading Strategies** | “Spock Says; I Say”  annotating text |
| **Responding to Rdg: Writing and Talking**  **Strategies** | Quick-write  Sentence stems  Turn and Talk  Layering/adding to writing with sources |
| **Vocabulary of argument: claim, evidence, warrant** | Claim  Evidence |
| **Use of sources - Harris moves** | Authorizing |
| **Written product**  **Feedback & revision**  **Reflection** | Guided argument essay  Prewriting/Planning |

**Essential Goals:**

* Students will read informational text for specific information.
* Students will synthesize texts.
* Students will write an informative / argument response including a claim that is not pro/con.
* Students will use and develop source text in their writing.

**Secondary Goals:**

* Students will practice close reading strategies.
* Students will practice making claims and using and developing sources in writing.

**Ideas for Differentiation:**

* Provide additional or modified articles.
* Model source development in small groups if needed.

**The Thinking behind Layering:**

* Connecting texts, not just summarizing
* Considering different angles
* Changing our claims as we write through the text set

**Four Day Structure:**

* Reading/Writing to a Video Text: It Says/I Say; Sentence Frames
* Reading a Written Text: Annotating Text, Sentence Frames, Layering, Adding to Writing with Sources
* Practice Using Sources: Authorizing
* Writing and Revising

**Day One: Writing to a Video Text**

We are thinking about the essential question, connecting interest, and generating informal writing. Writing Habit: Writers have responses to what they read and see in the world.

1. View Spock’s death scene <https://www.youtube.com/watch?v=dhcR-w-56tA> , paying attention to what Spock says about individual vs. group rights.
2. What claim is Spock making? (“The needs of many outweigh the needs of a few.”)
3. Table talk about why he makes the claim. Ask one group to summarize their conversation.
4. When we want to refer to what others say in our own writing, we use sentence frames or sentence starters. In our work today we will use the frame “According to Spock, …” and add a reason why he makes this claim. (Pause to write.)
5. What is your response to his claim? Quick write for two-three minutes.
6. Now add a “for example” to the writing.
7. Share thinking with your group to fill the room with what we think about individual vs. group rights.
8. Ask volunteers to read to entire class.

**Day Two: Reading a Written Text**

We are practicing a close reading strategy, generating informal writing, adding sources, and layering our thinking. Writing Habit: Writers have responses to what they read and see in their world and use sources to add to their thinking.

1. Model annotating the article “Individual Rights vs. Group Rights.” Underline important words or phrases and write a sentence in response before moving on with the reading.
2. Students annotate the rest of the article independently.
3. Students Turn and Talk to a partner about your annotations.
4. Students add to their writing from the previous day with “Now I’m thinking…” or “I’m still thinking…” (Pause to consider the sentence frames people use when referring to the writing of others. Generate a list to be posted for classroom use. “Supporting my example, …” “Although the article says …” “As \_\_\_ says, …”) Add details from the text to add to the quick-write.
5. Read over the writing and make a claim around the essential question. Claims may be written on index cards and collected as exit slips.
6. Collect the annotated texts.

**Day Three: Messing Around with How an Idea Might Change**

We are practicing a close reading strategy and joining a conversation with the authors of the text.

1. Read and annotate the article “The Common Good” (releveled from <http://www.scu.edu/ethics/publications/iie/v5n1/common.html>)
2. Generate a list of sentence stems: “On the other hand,” “A different way of looking at this might be…” “I hadn’t considered…” “This line [insert] is making me wonder…”
3. Using one of these transitions, cite a fact or evidence from the text.
4. Respond to the text by writing what you are thinking.

**Day Four: Drafting a One Pager**

We are working through a guided essay to get ideas on paper.

* For three minutes write about your ideas about individual and group rights as they relate to *The Giver* or Spock’s statement or both.
* Write for three more minutes using support from the article you agree with. (“According to…” or another appropriate sentence frame.)
* Write for three additional minutes about the article you disagreed with using stems from the Day Three lesson.
* For two minutes, write about one extension or connection this could have for you or your reader: “So, perhaps…” “Now I am wondering, …” “So, next time, …”